



# **MEMBUAT KUTIPAN, PARAFRASA DAN RINGKASAN SUMBER-SUMBER REFERENSI**

Mengintegrasikan sumber-sumber referensi yang digunakan untuk mendukung argumentasi dalam karya penelitian

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Referencing  
(mengutip)

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graph LR; A[Referencing (mengutip)] --> B[Kutipan langsung (direct quote)]; A --> C[Parafrasa (paraphrase)]; A --> D[Ringkasan (summary)];
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Kutipan langsung (direct quote)

Parafrasa (*paraphrase*)

Ringkasan (summary)

# Kutipan Langsung (*direct quotation*)

- Pengutipan persis kata per kata
- Cukup pendek
- Ditulis dengan menggunakan tanda kutip
- Menyebutkan sumber asli (nama belakang pengarang, tahun) disertai dengan informasi mengenai halaman (buku dan artikel) atau nomor paragraph (web)

# Parafrasa (*paraphrase*)

- Mengubah kalimat penulis lain dengan kata-kata sendiri
- Pengubahan kalimat/frasa tidak mengubah maknanya
- Menyebutkan sumber asli (nama belakang pengarang, tahun) **tanpa disertai** informasi mengenai halaman/paragraf

# Ringkasan (*summary*)

- Mengubah kalimat penulis lain dengan kata-kata sendiri, namun lebih bersifat umum (*general*) dan intinya saja
- Lebih pendek dari tulisan asli
- Menyebutkan sumber asli (nama belakang pengarang, tahun) **tanpa disertai** informasi mengenai halaman/paragraf

# Mengapa harus mengutip?

- Menunjukkan bahwa penulis telah melakukan pembacaan dan riset mendalam tentang topik yang ditulisnya
- Membantu analisis dan mendukung argumen yang dibangun dalam tulisan (baik pro maupun kontra)
- Memberikan kredit pada penulis lain sebagai bentuk pengakuan dan penghargaan terhadap karya dan ide mereka
- Menghindari plagiarisme
- Memberi kesempatan pembaca untuk menemukan kembali sumber informasi

# Aturan umum mengutip langsung (APA)

- Kutipan yang dapat dimasukkan ke dalam paragraf adalah kurang dari 40 kata (APA)
- Kutipan langsung dengan menggunakan APA umumnya diawali dan ditutup dengan tanda petik ganda (American style), atau petik tunggal (British style)
- Untuk kutipan langsung yang terdiri atas 40 kata atau lebih, harus *indented* dan tidak menggunakan tanda kutip
- Bersikap selektif dalam melakukan pengutipan langsung
- Penggunaan kutipan langsung dalam sebuah tulisan tidak boleh terlalu banyak
- Jika menggunakan *reference software*, selalu lakukan *check and recheck*. Sertakan nomor halaman atau paragraf setelah kutipan.
- Pastikan menyertakan daftar referensi. Referensi ≠ bibliografi

# Beberapa kriteria pengutipan langsung

- “Definisi atau bagian dari sebuah definisi
- Teori, hukum, regulasi, dan prinsip-prinsip tertentu
- Istilah dan kalimat yang sangat spesifik dan sulit untuk dicari padanannya
- Pernyataan yang (dianggap) efektif, kuat, atau kontroversial” (Monash University, 2015, par. 3)

Sumber: <http://www.monash.edu.au/lis/lionline/writing/information-technology/sources/2.5.2.xml>



# Contoh kutipan langsung

According to Amy (2017), "Students often had difficulty using APA style, especially when it was their first time" (p. 19).

Amy (2017) found "students often had difficulty using APA style" (p. 19); what implications does this have for teachers?

She stated, "Students often had difficulty using APA style" (Amy, 2017, p. 19)

## Mengutip dari sumber sekunder

- Jika tidak dapat menemukan sumber pertama, penulis diperbolehkan untuk menggunakan kutipan dalam kutipan.

- Contoh:

There has also been an increase in awareness among scholars on the “importance of archives of ordinary people in historical and sociological studies, including diaries, scrapbooks, letters, and popular culture” (Berger as cited in Baker, 2011, p. 4).

- Dalam bahasa Indonesia dapat diterjemahkan “sebagaimana yang dikutip dalam”.

# Langkah-langkah memparafrasa

- Membaca teks asli dengan cermat
- Membuat catatan (*note*) dengan menuliskan kalimat yang akan dikutip dengan versi sendiri
- Mengubah kata kunci dan struktur kalimat
- Menggunakan sinonim

# Contoh parafrasa

- Despite recent development of big data curation practices, there have also been some cases where research data gained from social media sites have been removed due to privacy violations (Markham, 2016; Zimmer, 2010). **It has been argued that some researchers have given less attention to data protection and ethical issues of human participants (Mannheimer & Hull, 2017).** Similar to social media researchers, web archivists should be informed about the privacy issues before archiving the data from the SNS.
- Kalimat asli:  
**Some researchers have experienced negative reactions when publishing social media data without proper protections to subjects.**

# Ringkasan

- Ringkasan umumnya merupakan gambaran umum dan tidak mendetail. Hasil ringkasan dapat digunakan sebagai bentuk kutipan.
- Contoh:

It has been said that the constant change of social media, in terms of the introduction of new services and features, and the availability of a massive amount of data have affected the ways in which scholars approach social media research (Lomborg, 2016; Weller, 2015).

Lomborg (2016) claims that the “big data” tend to attract many researchers from various disciplines to examine human behaviour in social media. Consequently, the data-driven research is arguably predominant in the current landscape of social media studies.

# A state of flux: Histories of social media research

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## Flux in social media research

The sense of flux in social media research manifests itself in three main ways. One, the launch of new services is typically followed by a great sense of hype around the prospect of being the next big thing in social media. Researchers of social media, like users and mainstream media coverage, seem to be attracted by this sense of newness, the possibility of exploring new grounds, and perhaps the privilege of being a ‘first-mover’. In the early 2000s, blogs was a hot research topic, but it is seemingly a less studied phenomenon today despite its status as a still-popular genre of social media. In the mid-to-late 2000s, it was social networking sites such as MySpace, Flickr and Facebook, the latter of which is still in vogue with researchers owing to its global lead position in the social media market. Then in the 2010s, Twitter hit the research agenda, along with a growing interest in mobile social media such as FourSquare, Snapchat and Instagram. Indeed, studies of new social media services have produced valuable insights. Yet, the interest in newness fuels a focus on the uniqueness of the single service, and, by extension, a tendency of seeing each service in isolation. This distracts us from the commonalities, interplay and division of labour in the social media ecology here and now, and from seeing historical continuities and disruptions in social media (e.g. with previous services, uses, and business models). A focus on single services is likely to invite researchers to overstate the implications of social media, for example, by overemphasising the ways in which specific social media lead to behaviour change among users.

Two, research too often gets seduced by the sheer availability and abundance of data. Particularly, social media such as Twitter, which are public by default, offer easy access

# Accepting the challenges of social media research

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## Social media as a moving target

As user comments have become an integral part of many online environments, from shopping portals to newspaper sites, the boundaries between the web and the Social Web are vanishing. The question of what does or does not count as a social media platform is likely either to remain unanswered or to be constantly changing with the development of new online platforms.

Roughly ten years after the terms “Web 2.0” and “Social Web” were coined to describe a novel phenomenon of user participation in online environments, these have become the norm rather than the exception. And today’s web users will probably not realise that they are using social media when watching YouTube or reading a Wikipedia article. Mobile phone apps that may be used instead of a web browser also influence users’ perceptions of the web.

In place of “Social Web” some researchers prefer “social networking sites”. This may make it easier to distinguish between web sites which are exclusively designed to enable users to share messages, links and multimedia and/or to connect with a community and thus form online social networks (e.g. Facebook, Twitter, Tumblr), and other web sites which enable user contributions alongside curated content (e.g. news sites with comments sections, shops with user ratings). Yet, most recently, social media research is considered to consist of investigations of user behaviour on almost all platforms that display user contributions or user activities. Publications at one of the most specific conference series in this field, the International Conference on Weblogs and Social Media (ICWSM), deal with platforms ranging from dating sites to code-sharing platforms such as Github, and also include more traditional channels such as fora. So far web search engines and the study of users’ searching behaviour are typically not considered as subjects of social media research, although some social media research would clearly profit from experiences and results from this area, for example when dealing with companies and their products as one integrated research subject, as well as when it comes to working with platforms that may regularly change their core features.

Many researchers perceive social media as a subject that is ever changing. By the time a research paper is published the platform it studies may already have changed. For example new features are introduced to Twitter (such as hashtags or retweets which have not been there from the start), or Facebook may change its privacy policy every now and then. And no one is currently capturing this evolutionary process, making it impossible to retrieve exactly how a platform such as Facebook or Twitter looked at the time of a particular study and to check which features were present at that time. Given that core functionalities such as the “like” button or the hashtag influence how users actually engage with a platform, information about their presence or absence will be crucial to make sense of social media studies a couple of years from now. And while the platforms are changing, the social media users are changing, too. For example

- Ketika penulis ingin meng-*highlight* temuan-temuan atau pendapat yang sama atau hampir sama dari beberapa pengarang sebelumnya, maka perlu untuk mengutip beberapa nama pengarang sekaligus.

- Contoh:

Several scholars (*Bruns & Weller, 2016; Massis, 2016; McNealy, 2010; Weller, 2016*) also identify the potentiality of preserving Twitter's and other social platforms' data for future historical research.

## **Bagaimana mengintegrasikan kutipan/parafrase/ringkasan dalam sebuah paragraf?**

- Berlatih untuk menyusun paragraf dengan benar
- Untuk membentuk sebuah paragraf dengan struktur yang runtut, mudah dimengerti, dan ilmiah, setidaknya ada beberapa unsur yang harus disertakan.



# Unsur-unsur sebuah paragraf

1. Kalimat topik: ide utama dan poin yang ingin disampaikan dalam sebuah paragraf
2. Kalimat pendukung (*supporting details*): Kalimat untuk membantu menjelaskan ide dan mengembangkan paragraf
3. Analisis
4. Kesimpulan (bila diperlukan)

### **Topic sentence**

*This is the topic of the paragraph. Note how it begins with the linking phrase 'Despite the ...', referring to the previous paragraph.*

### **Supporting evidence and examples with citations**

*Cite reputable sources only. Summaries, paraphrases and quotes of all sources need to be cited.*

### **Analysis**

*It is important to provide some analysis – comparing/contrasting sources, asking questions, making conclusions, etc.*

### **Concluding sentence**

*Sometimes paragraphs include a concluding sentence, or a final sentence that links to the following paragraph. Note that drawing your own conclusion is another example of analysis.*

Sumber: [http://www.deakin.edu.au/\\_data/assets/pdf\\_file/0011/810596/Guide-to-essay-paragraph-structure\\_Deakin-Study-Support.pdf](http://www.deakin.edu.au/_data/assets/pdf_file/0011/810596/Guide-to-essay-paragraph-structure_Deakin-Study-Support.pdf)

## Contoh (1) penggunaan kutipan langsung dan parafrasa dalam paragraf

Topic

Evidence

Analysis

Conclusion  
/Final  
sentence

There have been two approaches for archiving the content of a website which has no copyright information. First, an “informed consent” approach (Pennock, 2013). Unless a website clearly states that its content can be reproduced under a license, such as Creative Commons, the web archivists do not have any right to harvest the data (Pennock, 2013). One might argue that this problem can be easily handled by seeking permission from the authors, but in real practices, it can be far from the truth. The abundance of the relevant materials and the time constraints of an archiving project can make that such action less feasible and may result in an inefficiency (Glanville, 2010). Given such complexity, many countries, including the UK, have modified existing regulations by including the web archiving into their legal deposit policies.

Topic

Evidence

Analysis

Despite recent development of big data curation practices, there have also been some cases where research data gained from social media sites have been removed due to privacy violations (Markham, 2016; Zimmer, 2010). It has been argued that researchers have given less attention to data protection and ethical issues of human participants (Mannheimer & Hull, 2017). Similar to social media researchers, web archivists should be informed about the privacy issues before archiving the data from the SNS.

## Mencegah plagiarism dengan Turnitin: sharing pengalaman di i-School, The University of Sheffield

- Sebagai bagian dari EMA (Electronic Management of Assessment) dan diintegrasikan ke dalam MOLE (My Online Learning Environment)
- Mahasiswa tidak dapat mengakses fitur “similarity report” dalam Turnitin saat submit tugas
- Dosen tidak pernah menyebutkan secara pasti berapa persentase toleransi kemiripan yang dapat diterima (*acceptable*)
- Dosen penilai (*marker*) adalah juri, karena similarity percentage  $\neq$  plagiarisme

# Penanaman integritas akademik

- Mahasiswa diwajibkan mempelajari student handbook di awal perkuliahan
- Penanaman kejujuran dan kesadaran akademik melalui test essay dan academic integrity quiz
- Informasi tentang tata cara referencing juga dapat diakses dan dipelajari secara mandiri oleh mahasiswa melalui website perpustakaan universitas
- Perpustakaan menyediakan workshop gratis untuk mahasiswa

# The Plagiarism spectrum

1. **Clone:** submitting another's work, word-for-word, as one's own
2. **CTRL+C:** Contains significant portions of text from a single source without alterations
3. **Find – Replace:** Changing key words and phrases but retaining the essential content of the source
4. **Remix:** Paraphrases from multiple sources, made to fit together
5. **Recycle:** Borrows generously from the writer's previous work without citation
6. **Hybrid:** Combines perfectly cited sources with copied passages without citation
7. **Mashup:** Mixes copied material from multiple sources
8. **404 Error:** Includes citations to non-existent or inaccurate information about sources
9. **Aggregator:** Includes proper citation to sources but the paper contains almost no original work
10. **Re-Tweet:** Includes proper citation, but relies too closely on the text's original wording and/or structure

[http://turnitin.com/assets/en\\_us/media/plagiarism-spectrum/](http://turnitin.com/assets/en_us/media/plagiarism-spectrum/)

# Bagaimana dengan tugas kita?

- Mengedukasi mahasiswa dan (mungkin dosen) tentang referencing dan etika penulisan ilmiah melalui beragam saluran
- Mengadvokasi penanaman kesadaran akademik di kalangan civitas akademika
- Menempatkan Turnitin sebagaimana mestinya (sebagai “alat bantu”)



Terima kasih

Ari dapat dihubungi melalui

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# Tugas kelompok

Identifikasi kalimat-kalimat dalam paragraf kedua artikel “Librarians in transition” berdasarkan *main topic, evidence, analysis,* dan *conclusion* (bila ada)